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|  | Read aloud | Reading | Writing | Social studies |
| 3-11-13 |  | Pre –assessment | Pre-assessment |  |
| 3-12-13  1 | Whoever you are | SW explain how people around the world are connected. SW complete concept map. | SW write “ I like being a part of my \_\_\_ community because \_\_\_” |  |
| 3-14-13  2 | Somewhere Today, A book of peace | SW complete the prompt “Somewhere today in  Fairview elem. \_\_\_\_\_\_\_\_\_ is helping our community by \_\_\_\_” | SW add to their prompt by adding their **opinion.** |  |
| 3-15-13  3 | Two simple rules | SW make connections from their life/ classroom and explain how they follow rules. | SW complete a plan of action using a web graphic organizer “ My plan of action… school, classroom, home” | I follow rules by\_\_\_\_\_\_\_. |
| 3-16-13  4 | Peters Chair | SW retell Peters Chair using key details and explain how peter cared. | SW complete a proclamation scroll and tell an important thing they do. | SW create an award recognizing a student’s behavior. |
| 3-18-13  5 | Whoever you are | SW Retell stories, they will compare and contrast how characters show they care in the book. | SW write 1 page about communities they belong to and explain how they care. | SW share their community page. |
| 3-19-13  6 | Peters chair and Two simple rules | SW compare/ contrast using BOOK CHART. | SW write about peters chair or Two simple rules. SW write This book is an informational text because \_\_\_\_\_ This book is a narrative because. | SW be introduced to Kenya and animals that live in Kenya. SW read The Lion and The Mouse. |
| \*3-20-13  7 | The Lion and the Mouse | SW practice retelling The Lion and Mouse using puppets. SW use transition words (first, then, next, after that and last). | SW write 2 complete sentences about a mouse and lion using adjectives. |  |
| 3-21-13  8 | The Lion and the Mouse  Add to book chart | SW retell the Lion and the mouse in small groups. SW create a Venn Diagram, comparing/ contrasting the Lion and the Mouse. | SW complete a reader’s response. SWBAT write their favorite book and explain why with 2 or more supporting details. | Being responsible    Add book to chart |
| 3-22-13  9 | Being Responsible | SW make text-to- self connections and share what connections they made with a partner. | SW write text-to-self connections about how they are responsible at home and at school. | SW complete their Responsibility book |
| 4-1-13  10 | Charlotte’s Web | SW make a text-to-self connection about a time they changed their mind. SW share their connection with a partner. | SW write about a time they changed their **opinion**. “I changed my opinion about \_\_\_\_\_\_ because \_\_\_\_\_\_\_. | TCI respect book  I respect others\_\_\_\_ |
| 4-2-13  11 | Respecting Others | SW use a T chart and discuss with a partner how the author’s informational text features helps readers understand. | SW use a language stem and write something the author did to help them better understand the text and why they think it’s important. “ I think the author is trying to \_\_\_\_ because \_\_\_\_\_” |  |
| \*4-3-13  12 | Mama Panya’s Pancakes | SW learn what a community is and how people care for their community. SW discuss (teacher with write down) how people in the village demonstrated caring. | SW use a language stem and write how one character from the book contributed to their community and why it’s important “\_\_\_\_\_helped the community by \_\_\_\_. I think it’s important because \_\_\_\_\_\_”. |  |
| 4-4-13  13 | Compare/ contrast  The Lion and the Mouse and  Mama Panya’s Pancakes | SW compare and contrast two books using a Venn diagram. Students will use a sentence stem and discuss with a partner how the books are similar and different. | SW write an opinion paper about what book is their favorite book using a sentence stem “I think \_\_\_\_\_\_\_\_\_\_ is the best book because \_\_\_\_\_”. | Review books read on anchor chart. Discuss the different types of communities. |
| 4-5-13  14 | Wangari’s Tree’s of Peace | SW learn what it means to “contribute”. SW will turn and talk with a partner and discuss what they do to contribute in their school community. | SW write what they do to make a difference in their school community and how it helps the community. “In my community I \_\_\_\_\_\_. It makes the community better because \_\_\_\_”. | TCI page 58 |
| 4-8-13  15 | Somewhere Today: A book of Peace | SW use read aloud anchor chart and discuss in a large group how each book helped a community. Teacher will write on “how they helped the community” chart. | SW write how they can improve their school community and how they can make a difference within their school community. | SW complete their writing and picture. |
| 4-9-13  16 | The Peace Book | SW learn the different meanings about PEACE. SW discuss how Todd Parr describes Peace using a language stem. “The author Todd Parr describes PEACE as \_\_\_\_\_\_”. | SW Learn about the class community project and will write a list about why it is important to help community and ideas to help the community. | SW read classroom book.  Discuss classroom community service project and explain “doing this project will bring peace to the community. We are also making a difference by\_\_\_” |
| \* 4-10-13  17 | A Little Peace | SW discuss as a large group how first grade will be contributing and bringing peace to Fairview’s community garden. “ We are contributing to the Fairview community garden because \_\_\_\_\_” | SW create signs telling the Fairview community about their project and how it will help the community. |  |
| 4-11-13  18 | What Does Peace Look Like? | SW use the Read Aloud anchor chart and pick their favorite book. SW use a sticky note and add their name next to the book that is their favorite. | SW write a reading response about their favorite book and have 2+ reasons why. | SW finish signs and display their sign around the school and outside the school. |
| 4-12-13  19 | Wangaris Trees of Peace | SW a sentence stem and compare and contrast the class community project with Wangari’s Tree’s of Peace book. “Our projects are the same because \_\_\_\_\_\_” or “Our project is different because \_\_\_\_\_\_”. | SW begin writing a class book about the community project.   * “We are contributing and caring for the Fairview community by \_\_\_\_\_\_\_”. * Learning about communities. * Deciding on a project. * How it will help the community. | SW complete their writing section for the class community book. |
| 4-15-13  20 |  | SW read their writing about the community project in small groups. | SW add their illustrations to their writing. SW edit and revise their writing using a checklist. | SW will put the community book together into appropriate sections and create a title for the book. |
| 4-16-13  21 | Class book | SW celebrate their writing and the completion of the community project. | SW add their completed project to the community garden. | Community celebration. |
| 4-17-13 |  | Post assessment | Post assessment |  |
| 4-18-13 |  |  |  |  |
| 4-19-13 |  |  |  |  |
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| 4-23-13 |  |  |  |  |
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